# School Strategic Plan for Glenroy West Primary School 4809 Northern Metropolitan Region 2013-2016

| | |
|---|---|
| Endorsement by School Principal | Signed…………………………………….. (Principal's signature)<br><br>Name……………………………………..<br><br>Date…………………………………….. |
| Endorsement by School Council | Signed…………………………………….. (School Council President's signature)<br><br>Name……………………………………..<br><br>Date…………………………………….. |
| Endorsement by Regional Director or nominee | Signed…………………………………….. (Regional Director or nominee's signature)<br><br>Name……………………………………..<br><br>Date…………………………………….. |

## School Profile

| Purpose | 1.Vision- Inspire, Grow, Achieve<br><br>2. Mission statement- The Glenroy West Primary School community works in partnership to inspire every child to do their best and encourages them to grow and achieve excellence. |
|---|---|
| Values | Excellence, Respect, Integrity, Communication, Responsibility and Cooperation |
| Environmental Context | Established in 1958, Glenroy West Primary School is located in the inner-northern Melbourne suburb of Glenroy and set in a quiet residential area. The current school enrolment is 190 students.<br><br>The student population is diverse with twenty four languages represented at the school and 32 per cent of students coming from a home where English is not the main language. The school has a SFO index of 0.63. The school site is shared with the Glenroy West Kindergarten and the school is continuing to build stronger links with the preschool. There are 18.4 EFT on staff.<br><br>The school currently has a strong focus on purposeful teaching and learning, effective instructional practice, having high expectations of all learners, and on providing a stimulating and secure learning environment.<br><br>The school is moving towards an inquiry model of learning linked to the regional *Curiosity* school improvement strategy. In 2012 a Leadership team comprising the Principal, Leading Teacher and all Learning Leaders has been formed. Professional Learning teams have recently been introduced and are using data driven approaches to inform effective teaching strategies and differentiated learning.<br><br>The school has an ongoing focus on developing the open teaching spaces by linking pedagogy to practice. All classrooms have interactive whiteboards installed, laptop computer programs which are inclusive in all classrooms across the school and a strong focus on teaching and learning. The focus continues to be on 21st century learning with the use of flexible learning spaces, teacher practice and working collaboratively with other schools in the local Network. |

## Strategic Intent

| | Goals | Targets | Key Improvement Strategies |
|---|---|---|---|
| Student Learning | To improve learning outcomes for all students in Literacy and Numeracy and across all curriculum areas | • VELS - 85% of students deemed capable from Year 1-Year 6 to be at or above the expected standards in Number, Reading, Writing, Speaking and Listening. Of that 85%, 25% of students to be performing above the expected standard in all the above-mentioned areas.<br>• 90% of all students deemed capable to progress at least .5 of a progression point annually (Preps - 1 progression point) in all aspects of Literacy and Numeracy.<br>• Increase the proportion of students in the top two NAP Bands by 10% for each Year 3 cohort by the time they reach Year 5<br>• Reduce the proportions of Year 3 and Year 5 students in the lower two NAP Bands for their year level to 10% by 2015 | • Continue to build the capacity of all leaders and teachers in effective Literacy and Numeracy teaching<br><br>• Develop a school-wide approach to teaching and learning as a framework for inquiry based learning encompassing the NMR Curiosity model of Instructional Model as a reference. |

| | | | |
|---|---|---|---|
| | | • That the mean Year 3 to Year 5 matched cohort growth in NAPLAN Literacy and Numeracy equals or exceeds the mean growth for Government schools.<br>• EOI – Reduce by 25% the number of students achieving Group 2 or below on the EOI dimensions at Prep Level | |
| Student Engagement and Wellbeing | To develop and strengthen students' sense of connectedness to school and peers and promote a strong sense of engagement in their learning | • Decrease average student absences at each year level by at least four days by 2015<br>• To increase the Student Attitudes to School Survey variables to between the 50-75 percentile across all measures by 2015<br>• To increase the Staff Opinion Survey to reflect increases at between the 50-75 percentile over the period 2012–2015<br>• Continue to grow the Parent Opinion Survey and maintain variables at or above the 75 percentile over the period 2012–2015 | • Continue to strengthen existing approach to teaching and classroom management using the AiZ Ramon Lewis framework and the KidsMatter Program<br>• Maintain and enhance the comprehensive approach for engaging all students in their learning |

| Student Pathways and Transitions | To improve transitions and learning pathways for all students into, through and beyond the school | Parent satisfaction as measured by the *Transition* variable on the Parent Opinion Survey to be improved from 5.51 to 6.51 during the next School Strategic Plan period | <ul><li>Further development of the relationships with kindergartens to support enhanced transition of students</li><li>Build a culture of high expectations for all stakeholders in the school and wider community</li></ul> |

## School Strategic Planner 2013- 2016: Indicative Planner

| Key Improvement Strategies (KIS across the three student outcomes areas) | | Actions | Achievement Milestones (Changes in practice and behaviours) |
|---|---|---|---|
| **Student Learning**<br><br>Continue to build the capacity of all leaders and teachers in school wide approach to Literacy and Numeracy teaching<br><br>Develop a school-wide approach to teaching and learning as a framework for inquiry based learning | Year 1 | • Continued participation in the AiZ project to improve teaching and learning practices<br>• Deepen and strengthen teachers knowledge of explicit teaching pedagogy and strategies<br>• Embed the use of the Curiosity Instructional Model into teaching practice<br>• Ensure consistency of assessment practice school-wide<br>• Ensure processes are in place to identify and support all students requiring support or extension and are evaluated regularly<br>• Further develop and implement professional learning opportunities through effective teacher feedback models such as action research that supports collaboration and teacher reflection on practice | • Consistency of teacher practice in use of high reliability literacy/numeracy strategies in all classrooms linked to Learning Intentions<br>• Each week Professional Learning Teams and individual teachers use multiple data sets to inform teaching and learning practice<br>• There is a professional learning program with a strong focus on improving teacher practice Teachers to have clear Learning Intentions and to seek feedback from students<br>• There is a discernible professional growth of teachers<br>• Each identified student has a fully developed ILP (KELP, PSD as appropriate) encompassing both learning and social emotional goals by the end of term 1. |
| | Year 2 | • Further exploration of the PYP Enquiry Model<br><br>• Continued focus on the NMR Curiosity model for Instructional | • Professional Learning Teams and individual teachers continue to use multiple data sets to inform teaching and learning practice |

| | | | |
|---|---|---|---|
| | | practice to further improve teaching and learning practices | • Expand procedures used for moderation of student work to ensure that teacher judgments are consistent across all levels |
| | | • Audit teacher capacity in literacy and numeracy strategies to identify areas of focus for improvement | • Consistency of teacher practice in use of high reliability literacy/numeracy strategies in all classrooms |
| | | • Continue to use the SREAMS program to collect data to effectively track student performance including on-demand testing | • Students increasingly becoming self motivated and self directed learners |
| | | • Consolidate professional learning opportunities that support collaboration and teacher reflection on practice using the Curiosity model | • Multiple sources of feedback are used in the form of learning walks, instructional rounds and formal meetings |
| | | • Continue to ensure processes are in place to identify all students in need of support or extension. Strengthen and implement effective learning plans for each identified student | |
| | Year 3 | ▪ Implementation of the PYP Inquiry Model<br>▪ Consolidation and evaluation of the professional learning program<br>▪ Consolidation and evaluation of Professional Learning Team operation | • Professional Learning Teams and individual teachers continue to use multiple data sets to inform teaching and learning practice and implementation of the PYP Inquiry Model |
| | Year 4 | ▪ Develop an effective and rigorous self evaluation process including a model for community consultation to support the strategic review<br>▪ Enable whole community participation in a rigorous strategic review process | • An accurate and effective self evaluation process developed to support the development of the self evaluation document<br>• Staff, students and parents fully participate in consultation in an effective review process |

| | | | |
|---|---|---|---|
| | | ▪ Develop the School Strategic Plan for the 2017-2020 review period | • The School Strategic Plan for the new review period is fully developed and implemented |
| **Student Engagement and Wellbeing**<br><br>Continue to strengthen existing approach to teaching and classroom management | Year 1 | • A clear and effective attendance policy and procedures document developed<br>• Continue to develop the AiZ Ramon Lewis framework and the KidsMatter Program<br>• Continue to implement and embed the 'restorative' whole school student behaviour initiative<br>• Track student attendance at regular intervals throughout the year – each month and/or at strategic times each term | • Evidence of an orderly environment in all classrooms in evidenced by a decrease in behaviour interventions<br>• Teaching teams continue to demonstrate extended use of student well-being programs and mentoring structures<br>• Attendance policy and procedures developed and disseminated to all members of community by the beginning of Term 1 |
| | Year 2 | • Student focus groups used to identify progress and future focus student engagement and wellbeing<br>• Continue to develop and implement a responsive student wellbeing program | • Evidence of an orderly environment in all classrooms in evidenced by a decrease in behaviour interventions<br>• Teaching teams continue to demonstrate extended use of student well-being programs and mentoring structures |
| | Year 3 | • Consolidation and Evaluation of the Student Wellbeing Program | • Evidence of an orderly environment in all classrooms in evidenced by a decrease in behaviour interventions<br>• Teaching teams continue to demonstrate extended use of student well-being programs and mentoring structures |

| | Year 4 | • Develop an effective and rigorous self evaluation process including a model for community consultation to support the strategic review<br>• Enable whole community participation in a rigorous strategic review process<br>• Develop the School Strategic Plan for the 2017-2020 review period | • An accurate and effective self evaluation process developed to support the development of the self evaluation document<br>• Staff, students and parents fully participate in consultation in an effective review process<br>• The School Strategic Plan for the new review period is fully developed and implemented |
|---|---|---|---|
| **Student Pathways and Transitions**<br><br>Build a culture of high expectations for all stakeholders in the school and wider community | Year 1 | • Build further links in learning with pre-schools and kindergartens<br>• Develop and strengthen Parents As Partners Programs at all levels across the school<br>• Improve the school's website to include comprehensive transition information at all levels, including the Year to Year transition process for all students | • Improved relationships with feeder kindergartens and destination schools<br>• Improved communications with the wider community and across the whole school<br>• School website including comprehensive transition information fully developed and utilised by the end of Term Professional Learning Teams implementing effective transition programs from P-6. |
| | Year 2 | • Consolidation of the schools Transition Program<br>• Continuous improvement of the schools website | • Professional Learning Teams implementing effective transition programs from P-6.<br>• School website including comprehensive transition information fully developed |
| | Year 3 | • Consolidation and Evaluation of the Transitions Program | • Professional Learning Teams continue to implement an effective transition programs from P-6. |

| | Year 4 | • Develop an effective and rigorous self evaluation process including a model for community consultation to support the strategic review<br>• Enable whole community participation in a rigorous strategic review process<br>• Develop the School Strategic Plan for the 2017-20120 review period | • An accurate and effective self evaluation process developed to support the development of the self evaluation document<br>• Students, parents and staff engaged in reflection and consultation to support the development of the self evaluation document<br>• Staff, students and parents fully participate in consultation in an effective review process<br>• The School Strategic Plan for the new review period is fully developed and implemented |
| --- | --- | --- | --- |